

Vol. IX. No. 10

JANUARY, 1916

JAN 13 1916

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The Playground

The World at Play



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The Playground

Published Monthly by the

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1 Madison Avenue, New York City

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TABLE OF CONTENTS

	PAGE
A Pushmobile Contest.....	332
The Wisdom of Leisure, <i>by John H. Finley, LL. D.</i>	335
What a Neighborhood Play Center Ought to Be, <i>by H. S. Braucher</i>	338
The Practical Conduct of Playgrounds, <i>by E. A. Peterson M.D. and Associates</i>	340
Streets versus Boys, <i>by Lettie L. Johnston</i>	346
Improvement of American Towns and Villages, <i>by Mrs. James D. Winson</i>	348
A County Picnic, <i>by Charles M. Ketchum</i>	350
How Berks County, Pennsylvania, Plays.....	351
The World at Play.....	352
Community Christmas Celebrations.....	360
Book Reviews.....	363



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A PUSHMOBILE CONTEST



"As the setting sun was casting its last rays over the treetops which lined the Washington street speedway yesterday afternoon a fast-speeding Cole 30 swept across the tape an easy winner in the second pushmobile contest of the season which was held among the pupils of the city grade schools.

"Driver Utterback, with dirt-begrimed face, and with hands covered with cylinder oil, sat clutching the steering wheel for a full minute after the race was concluded, while Miles, the lad who furnished the power, stood panting and beaming like a harvest moon with a smile that was hard to come off."

Thus the Crawfordsville Review heralds the winning of a race which aroused great excitement, twelve hundred people lining the course. Winners in the first contest were eliminated in the second. Each entry was required to carry an extra wheel which was changed when the starting signal was given and also at the turn for the return run.

Several of the large automobile factories sent pennants to the playground director, to be placed on any cars which ran under their names.



Baltimore, Md.

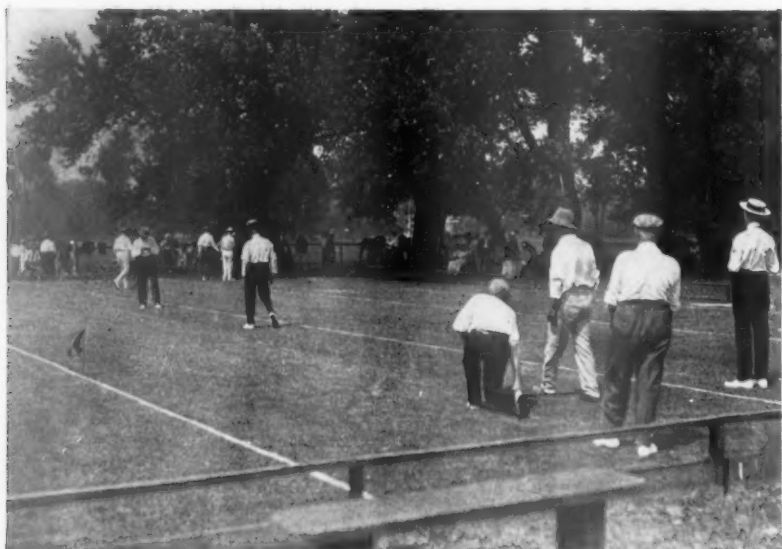
VOLLEY BALL

A Better Attraction for Boys upon the Street at Night (See page 346)



Baltimore, Md.

NIGHT ATTRACTIONS FOR BOYS UPON THE STREET (See page 346)



Hartford, Conn.

BOWLING ON THE GREEN



Hartford, Conn.

BOYS' GOLF TOURNAMENT, GOODWIN PARK, HARTFORD, CONN.

THE WISDOM OF LEISURE*

John H. Finley, LL. D.

President of the University of the State of New York and State Commissioner
of Education, Albany, New York

Fortunate are they whose lot it is, inherited or found, to get the means of livelihood by doing that which they would elect to do if there were no compulsion to do. Happy are they who find the means of intellectual, moral and even physical development in the very tasks by which they earn that which keeps the soul and body together.

A well-known artist once said to me, "Why should the artisan, the hod-carrier, the ditch-digger, the garbage-gatherer not have a surer and a better wage than I can be sure of? In painting pictures I am doing what of all things I wish to do."

The artisan, on the other hand, must finish his turning one lever a thousand times, or doing his infinitesimal part of making a shoe or a locomotive ten thousand times, before he can have any joy of his handiwork, any satisfaction of his friends, any chance to see a painting, or read a book, or walk under the open sky, or know the companionship of trees or of men who have lived in other days—before he can, in fine, give attention, as Arnold Bennett who has no sentimental spirituality, put it, "to the evolution of his immortal soul." Pippa must give her "next twelve-month's toil at wearisome silk-winding, coil on coil," before she can have such another twelve hours of freedom, twelve hours of freedom to inquire into and enjoy the universe, with its miracles at every turn, its infinite distances.

Pasteur, spending his days in his Paris laboratory studying the silk-worm germs, which had made valueless the plantations of golden trees in the south of France—spending his days at his chosen task in the laboratory and watching night after night at the bedside of his dying child, is not to be pitied, even though it is known that he might have been better paid in comparative idleness as the head of a vinegar factory—the same Pasteur who for twenty-six years dragged a half-paralyzed body around while he fought his great battle for saving the lives of others.

Do not waste any sympathy on St. Francis of Assisi, flinging

*Extracts from this address given at the Ninth Annual Meeting of the Playground and Recreation Association of America are printed by special permission.

THE WISDOM OF LEISURE

away his fortune to enter upon a precarious ministry in poverty. Do not commiserate the Provencal peasant, Fabre, the "greatest living naturalist," the "insects' Homer," who was recently found forgotten and pinched by starvation among the bugs of his laboratory in Serignan. Do not smile, pityingly, on Walt Whitman when he and his sister are found at their dinner of turnips and water when an English lord appears at the door.

Do not be very sorry for a miserably paid minister who is improving his own soul in his service; nor the inadequately paid teacher who enjoys teaching, whose every day is an adventure in undiscovered lands, out on the verges of a pupil's knowledge. They are not to be commiserated who through their vocations find the way to the highest development of all their divine aptitudes in human bodies, whatever their economic fortunes may be—whose labor is all leisure and whose leisure is all labor—that is, a labor followed with all the zest of a free desire.

* * * * *

When it is reflected that the labor week is for millions forty-five or forty-eight hours or fifty or even sixty hours out of the total of one hundred sixty-eight hours from which to "spin health, pleasure, money, content, respect and the evolution of an immortal soul," and when it is further realized that vocational efficiency and vocational care and machine lightening of labor are likely not only to extend the hours of leisure but also to leave the race with a greater freedom of body to enjoy leisure, the practical importance of conserving to the highest voluntary uses of humanity these hours saved from compulsory labor must be apparent.

And it will be a far more difficult task of civilization to teach men to use leisure rightly than to instruct them how to labor efficiently.

I am thinking that you have preëminently this high opportunity, the more difficult of the two. You know the problem of vocation, of making vocational labor itself as directly serviceable to human happiness as possible and of making all who labor as happy and efficient in that service as erring human nature and whimsical inorganic nature will let us. But you are especially to exemplify and encourage in your leisure the best, noblest use of free time.

Doctor Johnson said that "the reason why a man drinks is that he is not interesting enough to himself to pass his leisure time

THE WISDOM OF LEISURE

without it." If you make the subject feminine and substitute another wasteful if not intemperate verb, you make like explanation for the spiritual and intellectual improvidence of another large class; and you will understand why so many look with disfavor upon shortening men's hours or relieving women of domestic obligations.

And yet, despite all this abuse of leisure, despite the opinion expressed by one of the highest authorities on nervous diseases, that occupation is essentially more healthful than recreation, vocation than vacation, I contend that the facts call, not for the lengthening of the occupational day, but for the higher, better, fuller use of the leisure day.

We all have or should have a triune day: a "work day" in which we do our share of the world's work, a "sleep day" in which we must physically rest, and a "leisure day," which is as long as either of the others for most people, if they but knew it, a third day in which to cultivate our real selves, to approach our "possible perfection."

And I repeat an observation which I have often made, that the real test of living is what we do with the third of these days, which is so frequently, almost generally, looked upon as the idle margin of the "work day" or the drowsy margin of the "sleep day."

We cannot doubtless, (despite the reported experience of a nameless Harvard professor,) shorten much our "sleep day." We cannot perhaps, shorten materially our "work day," unless indeed we are willing to live more simply. It remains to make the most of our "freedom day," to practice intellectual, moral, spiritual efficiency here even as we attempt higher economic efficiency in the "work day."

Most of us waste enough leisure time to make ourselves great musicians, artists, scholars, poets, able to minister our avocation to human happiness even beyond that which we can do in our vocation.

Some months ago, I happened upon a leisure parable of John Burroughs', which I have carried about with me all the days since, not knowing till recently just why. In it he described the leisure of the woodchuck who "appears to live only to accumulate his winter store of fat," and the leisure of the chipmunk, who "gathers his stores only to spend months of inaction in the pitchy darkness of his subterranean den"; and then applauding the life of the red and gray squirrels, who "though often cold and hungry, have the

WHAT A NEIGHBORHOOD PLAY CENTER OUGHT TO BE

light of day, the freedom of the snow and the treetops," he concludes, "action, adventure and struggle are after all the better."

From this homely parable of selfish, indulgent woodchuck leisure, and miserly chipmunk leisure and even adventurous red and gray squirrel leisure, Burroughs climbs to the summit of the wisdom of his years and with this contemplative look across the valleys, says to us in his latest words:

"A better world I have never wanted. I could not begin to exhaust the knowledge and the delights of this one. I have found in it deep beneath deep, worlds within a world—an endless series of beautiful and wonderful forms forever flowing out of itself. From the highest heavens of the telescope to the minutest organisms of the microscope, all is beautiful and wonderful, and passeth understanding."

And with this glorious world about us and "God in His heaven," may there rise in your thoughts, day after day, that eager, joyous prayer of the mill-girl:

Not, "Oh, Day," but, "Oh, Life, if I squander one wavelet of thee!"

WHAT A NEIGHBORHOOD PLAY CENTER OUGHT TO BE

As the college student comes and goes upon his campus, he thinks of himself as a part, and a very necessary part, of the college life. In the same way in the best managed neighborhood play centers the boys and girls and men and women who come and go, do not stand on the outside and think of their institution as something apart from themselves; they feel that the institution belongs to them, that they are members, that they are a part of it. The director of the center is their director, the success or failure of the center is their success or failure. They feel toward the various athletic clubs as the college men feel about their athletic teams. They are not "droppers in," mere onlookers, but they feel that they are the pillars of the structure.

Where this spirit of neighborliness prevails it does so not because of any mechanical, external organization, but because of the way in which the spirits of the men and women have been fused together by common ideals and association together. There is a community of spirit rather than a community of external form.

Whenever any center becomes so large that this spirit is lost, then that center has become too large. But such a spirit is not a

WHAT A NEIGHBORHOOD PLAY CENTER OUGHT TO BE

matter of size, just as in some of the large universities there is as strong a community of spirit as in some of the smaller colleges, so in some of the larger neighborhood centers there is as fine and genuine a community of spirit as in the smaller neighborhood centers.

No matter what the form of organization in the neighborhood play center, the municipality itself is responsible in large measure for the degree to which this democracy of spirit prevails. If the leader of the municipal system and the men chosen by him for each of the neighborhood centers have strong ideals for community spirit, if they desire an institution where the entire neighborhood shall stand together as one man, it will not be long before that ideal will to some extent be realized.

On the other hand, no matter what the external form of organization, even if the people of the district themselves elect the director, the chairman of their neighborhood committee, and though all the forms of the most radical democracy be fulfilled, if the men appointed directors in the various centers have not in their own souls the spirit of comradeship and the desire for a united neighborhood, it is not likely that any such ideal will be achieved.

A neighborhood playground is not a place where boys come for a few weeks and then wander away, any more than is a boys' club, a Young Men's Christian Association, a settlement, or any other institution. It is, however, for those who have the future of the neighborhood play center at heart to utilize every mechanical device which will make it easier for them to attain their ideal. It is for this reason that the most efficient leaders in the neighborhood play centers have a registry of those sharing in the neighborhood center. The mere act of registering makes a man feel more a part of the institution to which he comes.

To bring thousands of men and women together night after night, in one mass meeting after another, may mean little or nothing—the play movement will never be judged, can never be judged, by the number of people reached in any such mass plan. If it is worth maintaining, it is worth maintaining because of the opportunity it gives for intimate human relationships, and such relationships mean that there must be opportunity for small groups of men and women to come together, to come to know each other well, that there must be opportunity for the men and women to express themselves in some way which is more distinctive than watching motion pictures or being one of five hundred or more people in a big mass dance. The occasional large group meetings have their

THE PRACTICAL CONDUCT OF PLAYGROUNDS

place, but they do not have their right place unless they are occasional and unless they are supplemented by opportunities for the more intimate association in small groups.

It is much easier for the log to catch fire when it is split up into small bits, but when all its blazing parts are again brought together then the power of the fire is felt. The wise neighborhood play director knows how to aid the neighborhood in finding itself by giving opportunity for those group meetings where the more intimate human relationships are established, and then utilizes the occasional mass gathering to give all these smaller groups an opportunity together to express their own loyalty for their neighborhood.

H. S. Braucher

THE PRACTICAL CONDUCT OF PLAYGROUNDS

A number of inquiries received at the office of the Association are answered by the following suggestions sent out some time ago to Cleveland play leaders by Dr. E. A. Peterson and his associates in Cleveland, Ohio:

Games. "If we hope to get the children to use those places that are set aside and labeled 'Public playgrounds' we must see to it that activities are offered there that make these places attractive, i. e., there must be 'something doing' every minute of the time." *Lee F. Hanmer*

The first game boys wish to play is baseball, after which they leave, unless something interesting is planned. The following suggestions are given with the idea of helping to *keep things on the move* once they get started. It is a good plan to arrange the events and time for them several days in advance. "Post them on the bulletin board."

The same organized or competing teams in baseball may be kept for other games or contests, using the more active events on cool days and those of a quiet nature during the warm spell.

Quoit tournaments may be arranged by forming five teams of two boys each when ten were in the ball game, or four teams of two boys leaving one from each side to pitch against each other. The points of all five games to be added and team with greatest number wins. Twenty-one points constitute a game. Other games to be played are: Volley ball, caddy, day and night, dodge

THE PRACTICAL CONDUCT OF PLAYGROUNDS

ball, hang baseball, captain ball, long baseball, goal throwing, baseball, throw for distance, basket ball, battle ball, scrimmage, duck on rock, circle wrestling, tender green, three deep, marbles (ring), prisoners' base, hustle ball, foot and a half, mounted combat, foot hockey, fly ball catching. Athletic events can also be conducted by following the group or team idea.

Broad	(Standing backward	High	(Standing high
Jump	(Running	Jump	(Running high
	(Stand		(Jump from both feet
	(Two successive		(Hop for height
	(Three successive		
Hop, step		Spring	(Run for height
and jump		Board	(Stand for height
			(Run for distance
			(Standing for distance

High kicking (use pieces of cardboard or tin pan tacked to cross bar of jumping standards. Have soft spot to land in.) Standing stretch (high kick). Running high kick, running hitch and kick (card board or pan must be kicked by foot leaped from, land on same and take three hops before touching with other foot.)

Shot put, 8 lbs.: From shoulder (using left and right arms). Pitch same as indoor baseball. Throw backward over head, stride stand and throw back between legs.

Hop (two or three). Standing (may add a jump). Running (may add a jump).

Racing-Relay-Shuttle (20 yards apart). Crab (20 yards apart). Pursuit (50 yards for each runner). Single (not over 50 yards). Obstacle relay (run around or jump over). Mounted team relay (larger boy carries smaller boy). Basket ball relay (each boy makes a goal). Broad jump relay. Dashes 5 yards, 50 yards. Three legged race: Two boys stand side by side and tie nearest legs together. Sack race: Get two burlap bags deep enough to reach to hips. The athletic field events decided by distance or height may be summed up and team having greatest distance wins. The track or running events can be decided in like manner; team having the fastest time, wins. Handicap events: A good plan would be to secure first the best record in all events of each boy and mark it in your register opposite his name. From this all handicaps can be evenly made and result in many exciting and interesting contests.

THE PRACTICAL CONDUCT OF PLAYGROUNDS

Other games emphasized are: hill dill, volley ball, blind man's buff for the boys and older girls and drop the handkerchief, hop scotch, going to Jerusalem, farmer in the dell for the small girls.

Group Organization. Many forms of organizations for playground purposes fail because no thought is given to the different play activities in the three periods of growth. This results in discontent, discord and quick failure of the organization.

1. The boys up to ten are imitative and greatly enjoy games of an individual nature. It is the individual competitive age. The various tag games, cross tag, wood tag and spot tag, prisoners' base, duck on rock and marble games bring out the hunting instinct.

2. Boys between ages of twelve and fourteen are in the stage of self assertion, full of mischief, love to tease and sneer at the plays and games of those who are not of their age. It is the elastic stage with two open doors, one leading to lawlessness and the other to games of daring and contests whose center of interest is one's self in relation to others.

The beginning of team play: The boy is an incomplete being and, therefore, needs to be watched as developing ethics, morality and justice in all his games.

3. At this stage, fourteen to sixteen years, the altruistic qualities begin to assert themselves. Dr. L. H. Gulick, says, "It's an age of 'gangs,' hero worship, and the stage when 'teamwork' is the keynote." Not that all play is team work, but that is the ideal, the tendency of the period.

No line of distinction can be drawn between any one of these three groups; they begin and extend from one to the other, therefore, it will be found advisable in arranging your groups, to place a boy who is large for his age into the older group and allow a choice in some cases depending on the boy's ability and development.

Ages of the groups with suggestions for names and their leaders.

AGE	NAME	LEADERS	FOR EACH TEAM
10-12 yrs	Company	General	Captain
12-14	Tribe	Chief	Tribe Leader
14-16	College, School or Baseball League Teams	President	Captains

THE PRACTICAL CONDUCT OF PLAYGROUNDS

How to organize: Using names and ages of boys now registered, make separate lists according to above ages. In each group the oldest age is the limit, i. e., under twelve, under fourteen and under sixteen, all boys twelve years old go in 12-14 group and all those fourteen enter the 14-16 group. The director may use his own judgment in the ages.

Scoring: In team games, the winning team scores ten or twelve points. In individual games, races, each boy scores one or two points for his team. After the ball game would be a good time to have one of the following events. Have one of a different kind for each group. Each boy who brings in a new boy scores one point for his team. When a number equal to the number of teams are brought in, they are chosen by the captains.

I	II	III
10-12 yr	12-14 yr	14-16 yr
30 yds dash	40 yds dash	50 yds dash
Running broad jump	Running broad jump	Running broad jump
Throwing indoor ball	Throwing indoor ball	Throwing indoor ball
Pull-up 3 times	Pull-up 6 times	Pull-up 9 times
Tag, wood, squat, spot	Quoit games	Quoits individual, doubles
5 points for an article made at manual training	Individual, doubles	5 points for an article made in manual training
Team making best outline of a farm or building in sand-box scores 20	5 points for an article made in manual training	Prisoners' base
Day and night	Prisoners' base	Duck on rock
Quoits, individual, doubles	Duck on rock	Volley ball
Relay race	Hustle ball best 3 out of five. Use indoor pan	Indoor baseball
Shuttle race	Volley ball	Dodge ball
Rooster fight	Indoor baseball	Relay race
Lame goose	Dodge ball	Shuttle race
Hopping race	Relay race	Hand wrestling
Wheelbarrow race	Shuttle race	Goal throwing
	Standing toe wrestle	Long baseball
	Goal throwing	Potato race
	Long baseball and long ball	Hopping race
	Potato race, Hopping race	High jump
	Wheelbarrow race	

Any team making a collection of stones, flowers, insects, leaves, butterflies, scores ten points for each collection. Add any event you may find popular or interesting.

To Directors of Manual Training: You are hired for the summer as a director of play. In your attitude towards the chil-

THE PRACTICAL CONDUCT OF PLAYGROUNDS

dren keep that in mind; we want to get away from the "walking chalk line" idea which seems to be necessary in school organization. That does not mean that you need to have "bedlam"; it means that your approach must be that of a play-fellow rather than a school-teacher. The instinct for construction is made the motive for constructive work. To develop a quality of interest in work that makes it continuously pleasurable is to develop the highest type of industrial effort, the type of industrial effort that produces whole-souled workmanship and true craftsmanship. Make the chief aim the "making of the thing" and do not kill the interest in "constructing" by demanding too much in the way of exact fitting, smoothing down or other details. I do not wish to underestimate the importance of exact work, I simply want to get the thought before you, which is in my mind, that the big thing to do is to have children "build things."

In selecting, or rather in influencing the children to select the things they wish to make, keep in mind the following points: (1) Select things the children can use in their own life, things to play with. (2) Select things which can be made at home, by the use of common tools, knife, saw and hammer. Suggest the ease with which these things can be made at home. (3) Select the thing which fits the age of the child.

Suggestive list of "things to make" which fit certain ages.

Toys for Play: Ages 7-9. Swing seats, stilts, sled (toy) wheelbarrow, sling, doll house, scooters. Ages 13-15. Sled.

Models for Games: Ages 7-9. Ring toss, bridge board, race horse game, tipcat and club.

For Garden. Ages 7-9. Rake. Ages 10-12. Garden signs, germination boxes, dibble pin, furrow marker, seed boxes. Ages 13-15. Garden signs, plant boxes, tomato plant support, seed testing flats, currier.

From Which Nature May Be Learned. Ages 7-9. Bow and arrows, simple kite, water wheel, windmill. Ages 10-12. Bow and arrows, kite, water wheel, sun dial, skate sail, sail boat. Ages 13-15. Bow and arrows, Malay kite, water motor, box kite, "air ship," sail boat.

Illustrating Industrial Principles. Ages 7-9. Loom, netting needle, mesh stick. Ages 10-12. Loom, netting needle, mesh stick. Ages 13-15. Loom, netting needle, mesh stick.

Illustrating Mechanical Principles. Ages 7-9. Boat propelled by elastic, spool machinery. Ages 10-12. Boat propelled by elastic.

THE PRACTICAL CONDUCT OF PLAYGROUNDS

Ages 13-15. Boat propelled by electricity, electric motor, water motor, tick tack, fan, wooden whistle, moving picture machine, jack-o'-lantern, bow and arrow, darts, guns, swords, bird traps, rat traps, fly traps, jumping jack, flying machine, marble bridges, kites (man, box, bird, shield, star, tailless). Cigar box wagons, doll-houses, small swings, beds, chairs, boats (sail boats with rubber band propeller) ladders, trellis, wheelbarrow, fence, table. Tent furniture such as: 1 bed, 2 chairs, table, swing, porch, campstool, cots; water-wheel, pin-wheel, water-motor, sandmill, windmill, stilts, hoops, shinny clubs, totem poles, swing boards, flyswatter, tie rack, kite string winder, automobile, cart, cannon, rattle, buzzer, tool box, ring toss, bird house, glove box, flower box, handkerchief box.

Sewing and Other Hand Work: The introduction of manual training as a necessary part of education has raised sewing to an art of great importance. Aside from the practical advantage of knowing how to sew, the training through the hands will have a definite effect on character. Habits of thrift, cleanliness, patience are formed and economy is taught. We shall try to direct the child's creative and constructive ability to some useful purpose.

Have some other aim or purpose than the finished article. The finished article is secondary to the logical development of child. For instance, in the dressing of dolls, habits of cleanliness and neatness can be developed and lessons in hygiene of clothing can be taught. These things are of no less importance than a well-made article.

Give the children work suited to their age and ability. Do not demand over-accurate work. If our sewing is to add to their moral and mental strength, we must take the children into account. Let them make what they want; however, you can and should direct in such a way that the children will want to make just what you want them to make. Your success will depend very largely upon the spirit in which you take up the work—what impression the children get at the time of the first lesson. Your attitude towards the work is contagious. Do not expect too much from young children. You will find that it will take a great deal of patience to take up any new article, especially with the younger children. This is, perhaps, their first attempt and the small fingers are not accustomed to such work and they are making a real effort.

STREETS VERSUS BOYS

The possible subjects in handwork are unlimited, but random choice will accomplish little. The selection should serve some worthy aim beyond the making of a mere article itself. Again comes the necessity of knowing one's neighborhood. Study children's characteristics and environment in order to know what will best meet their requirements. As you are considering each article, ask yourself:

1. What does it suggest?
2. What is the most important object to be accomplished?
3. What is the connecting thought that will add to its efficiency?

A few general statements that will do for all grounds

1. Never give out material without first explaining carefully for what it is to be used.
2. Do not give out material for children to take home.
3. Do not carry material around the playground.
4. See that children finish what they begin. (Establishing habits of success rather than failure and establishing habits of thoroughness rather than carelessness.)

At the first lesson insist on clean hands and if possible a clean apron. Explain use of thimble, proper length of thread (one-half to three-fourths of a yard) and careful basting. Attention and the power of observation are increased by giving the instructions to the entire group at one time instead of by the old method of showing each child separately. Choose articles that are practical and that do not take too long a time to make. Interest is lost if it is necessary to work many days before the end is reached. Talk with your children and find out their ideas about sewing and what they want to make.

STREETS VERSUS BOYS

Lettie L. Johnston, Baltimore, Maryland

"Streets are not made for boys"—so said the City Engineer, the authority on streets. "Neither were boys made for streets," was the reply, "but they are there and are being chased from corner to corner with the threat of the law at their heels. To tell them to move on is not sufficient. *Where* can I tell them to move?"

So ran the argument with the City Engineer when approached with a request to allow the boys to use a downtown street for play.

There was nothing original or startling in the idea—it was merely a request based upon plain common sense that the city which was luring the boy out upon its streets should provide a place for

STREETS VERSUS BOYS

him to develop into something other than a lawbreaker, and the sense of it appealed to the City Engineer. After a very few minutes of skeptical deliberation he authorized the use of the City Hall Plaza nightly from seven to nine under the direction of the Public Athletic League and requested the Police Department to put one of its men in charge to divert traffic to the side of the very wide street. And so the street play was begun. For nineteen weeks, from May through September, newsboys at the end of their day's selling and every variety of street boy gathered to enjoy the fun of baseball, volley ball and other group games. On some nights there were sixty boys and on some there were but twenty, but always was there the wholesome spirit of play which succeeded in attracting the boys from the streets of moving pictures and cafés. The boy unconsciously gravitates to the spot where he can give free expression to his abundant energy and he is none the less happy if that energy is directed instead of dissipated.

The formation of teams made the boys feel the importance of "belonging" which proved an incentive to get rid of their papers early and to be on hand for the "choosing up" of the baseball game.

The experiment proved itself to be meeting a real need for the street boy at night. And it gave rise to the query, "Why not try it for the boy on the street during the day?" The group of newsboys, for example, who sell the paper that is issued at 11:30 a. m. is found on the streets at nine o'clock in the morning. He finds for himself a comfortable retreat in a building entrance or just around the corner in an alley where he can be convenient to the newspaper offices and ready to get the first paper off the press. He and his pals match pennies, shoot craps, tell stories, discuss the latest scandal of the town and put in their time in a variety of wasteful ways. Occasionally the officer on the beat catches a half a dozen shooting craps, the one part of the loafing habit that the law allows him to touch, and takes them into court. The judge scolds, and orders the boys to stay off the streets until time for the paper to come out. The boys remember the warning for a day or two, but, in their eagerness for business and pressed by the "earlier bird" in the game of competition, they come out a little sooner each day until before long they have the same two hours of time on their hands and get into the same trouble over again trying to spend them. The boy is scarcely to be blamed if he chooses his sports unwisely. We city planners should show wisdom in leaving space in the downtown district for the boy or we must plan to have him

IMPROVEMENT OF AMERICAN TOWNS AND VILLAGES

grow to manhood in his own neighborhood through home and school influences and not in the business man's neighborhood under the direction of the commercial interest.

And so after watching the boys at perverted play on the city streets the request was again presented to the authority on streets to allow another space for exclusive use of boys. This time the heart of the Baltimore Wall Street was asked for and was granted on condition that the neighboring banks would not object. A block was chosen which had a bank on one side and a vacant lot on the other. The one bank consented at least to try the experiment and showed more than a little interest in it. For one week the boys played hard and noisily on this spot, from twenty-five to fifty of them daily, one short week it was theirs from 9 to 11 a. m. And then by order of the bank directors it had to stop. The experiment seemed to have a fatal ending but the boys were promptly ready with a substitute for the space. They had been using, when the policeman wasn't around, a vacant lot in the same district which was fenced and protected as a valuable building site. The lot was located and the space found quite adequate. After some search for the owners and an argument by correspondence, permission has been secured for the boys to use it. Plans are now under consideration by the Public Athletic League to equip and to man it as a permanent play space in the financial district. This will afford the street boy over sixteen a legitimate and wholesome place to spend the time which the intermittent hours of the trade leave for his indiscriminate use.

IMPROVEMENT OF AMERICAN TOWNS AND VILLAGES

HOW TO START A PARK OR PLAYGROUND

Mrs. James D. Winson, Haverford, Pa.

The country world is full of delights for the boys and girls who live there. The woods and ponds, the streams and all nature with its wonders lie before them as an open book. But, alas! money-making man closes this lovely book forever, and opens instead the asphalt street, where no child may play, nor run, nor even toss a ball! These conditions sometimes take a community by surprise. While

IMPROVEMENT OF AMERICAN TOWNS AND VILLAGES

the citizens imagine that they still are living in the country, a change comes o'er the spirit of their dream.

The land is still cheap, some industry comes, a large factory arises, hundreds of workmen are employed; these must be housed; cottages are built, land rises in value, lots become smaller, solid rows of houses come, no gardens, no drainage, no water supply, no place to play, no green thing to please the eye; instead, come typhoid fever, tuberculosis, anaemic children, and, at last, the slum! This is the story of nearly all our villages and towns in the boasted civilization of the United States.

Well-to-do citizens doze on unaware of these conditions. They live on large estates and see nothing of the lives of their poorer brethren.

The motor rules the land. 'Tis the modern car of Juggernaut, and just as deadly.

At last a village child is run over! Is there no place where a child may play with safety?

Awake! awake! O, Civic Conscience! Is there none to hear the children's cry?

Perhaps among the busy crowd of money-makers there will arise one or two to save the future citizens of the State?

It is almost always a woman who answers this appeal. She must be of determined character; as without the all-powerful vote the work is on an up-hill road.

She must say continually to herself, and to all she meets, this Shibboleth: "I will have a playground;" no variations, but preached in season and out of season.

She will often be weary; but must never be daunted! She may be the only person in the community who sees the need of a park or playground; but, if she only says the Shibboleth loud and clear, others will join in the chorus.

How shall the work be started? Convince a few just persons of the importance of the work, then ask the neighbors to come together. Let the trysting place be on neutral ground, where local jealousies cannot creep in. Try first to convince your citizens as individuals before they meet as a committee. Always ask the opinion of those whose opposition you fear. Remember Benjamin Franklin's advice, "Never try to convince by argument," but invite them to help, and they will rarely fail you.

The Committee should pass a resolution in favor of the plan, recommending their action to the municipal authorities. Do not

A COUNTY PICNIC

write to them; but let the prime mover of the scheme with all the influential citizens go directly to the Village Fathers, and in loud, clear tones say; "We must have a playground for our town."

Do not ask for just a ball ground; this is good; but not good enough. You want not only a field for big boys; but also a playground for your children, both girls and boys, and a little park, a pleasant place with trees and seats where tired mothers with their babies, and the old grandparents can sit and rest while they watch their children play—a shelter in case of showers, where the village band can give concerts.

There should be apparatus such as swings and giant strides, a see-saw and quoits, and, above all, a teacher or superintendent, as no playground succeeds without a play leader.

To acquire this, money is needed. If possible, secure a nucleus, a gift from some well-to-do citizen, but do not depend upon it. Ask all those of moderate means to help, and above all, do not forget to ask the aid of the poor and humble, as they are the most generous of all.

Last, the town or village authorities must give to the fund.

A very good way is to start a playground on a small scale as proof to the skeptics that you are right.

The methods of raising money vary according to the locality, subscriptions, public school entertainments, flower days, fairs, every means can be used.

Remember:

If Faith will move mountains, it will also move politicians. All this work can be done, and has been done in the Township of Lower Merion, Montgomery County, Pennsylvania, where the writer of this with the help of many, both high and low, has seen her dreams more than realized, as soon five parks and playgrounds will enrich her township.

It takes only "a little leaven to leaven the whole."

A COUNTY PICNIC

Charles M. Ketchum

Managing Secretary, Board of Trade, Washington, Pa.

The Washington Board of Trade recently inaugurated an innovation in the promotion of a County Community Picnic in which all towns in the County co-operated and to which all rural residents were invited.

HOW BERKS COUNTY, PENNSYLVANIA, PLAYS

The program included a full list of athletic events for youngsters and grown-ups of all ages, including races, tennis, basket-ball, and baseball, nail driving and crocheting contests for the ladies, folk dancing and playground exercises for the children.* There was a big parade on the picnic grounds, followed by a band contest competition in which the different band organizations of the County participated. There was also a horseshoe pitching contest, trap shooting and six baseball games. Popular dances were enjoyed at the pavilion. At noon free coffee and lemonade were given to the picnickers and more than twenty barrels of lemonade were consumed. During the afternoon a full card of horse races and motor cycle races was presented.

Between 20,000 and 25,000 people attended the Picnic and it was altogether one of the biggest get-acquainted events ever undertaken in the County.

A County Hallowe'en festival was also held with open-air dancing in the public streets, apple ducking, and pie eating contests.

HOW BERKS COUNTY, PENNSYLVANIA, PLAYS

The country life movement in Berks County, Pennsylvania, which has for some years been carried on through the public schools under the direction of the County Superintendent, Eli M. Rapp, is developing constantly, as indicated by the various bulletins announcing events. Teachers even of one-room schools have been inspired to extend the influence of the school through seasonal entertainments, the formation of literary clubs, or the giving of entertainments to raise funds to buy a Victrola and records or a much-needed globe or playground equipment. The record of the devoted leadership of such teachers makes thrilling reading, for in their little corners in a simple and unobtrusive way they are making American history. Most of these teachers are born farmers or through special preparation have fitted themselves for dealing with problems of rural life. They live in the districts in which they teach, a vital force in the community throughout the year. One of these leaders, Paul R. Guldin, a Cornell graduate, lives on his father's farm in the district

*In the nail driving contest a prize was offered the woman who could drive a twenty-penny spike into a piece of lumber with the smallest number of strokes, each contestant having her spikes and hammer of the same size. A prize was given to the woman who drove home the largest number of spikes in the shortest time. There was also a prize for the one driving three spikes in perpendicularly, with none bent, in the shortest time.

THE WORLD AT PLAY

and is making poultry raising his avocation. His net income from this source for one year was over \$1,500. His poultry farm is reported to be a model and a mecca for poultry fanciers for miles around. Certificates have been given to the county teachers this year for the reading of Mabel Carney's *Country Life and the Country School*.

One of the big events of the year is the County Field Day, Play Picnic and Literary Events.

Boys' and girls' poultry, corn and potato clubs, sewing, bread making and stock judging contests are conducted by the Berks County Farm Bureau in co-operation with Superintendent Rapp.

The teaching corps of Amity township, led by five of their number, enthusiastic and specially prepared, have organized a splendid community center. Amity is an agricultural community in which tenant farming predominates. The township has ten one-room buildings scattered one and one-half to two miles apart. The meetings are held in the most centrally located school. The community center has an enrollment of one hundred, but the attendance is usually two hundred. Monthly dues of five cents defray current expenses. Superintendent Rapp expresses his belief in the movement thus: "Doubling the yield of corn, wheat, potatoes is important, but it is more important to double the comfort, happiness, and attractiveness of life on the farm to the farmer and his family. Every acre should not only yield greater crops but a greater culture, civilization and a more effective manhood."

CHRISTIAN ASSOCIATION PROGRESS.—In about fifty years' time the work of the Young Men's Christian Association has grown so that now more than one hundred million dollars is invested in their property throughout the country. The current expenses of the work last year totaled thirteen million dollars. The association membership has grown until now there are 620,789 men enrolled. The work of the Young Men's Christian Associations has done much to prepare the way for municipal recreation systems. Members of city governments would not have been so willing to grant appropriations for municipal neighborhood play centers had they not seen the results accomplished in the Young Men's Christian Associations, the Young Women's Christian Associations, and the settlements.

PLAY AS A MOTIVE POWER.—When Watt reached the stage in the development of the steam engine where valves were first

THE WORLD AT PLAY

used to distribute the steam either a man or boy was necessary to move the valve rods so that when the intake valve was opening on one end of the cylinder the exhaust valve would open on the other, and vice versa, thus driving the piston to and fro in continuous motion. As the story goes, an engine of this character was in operation at a coal mine and was attended by a boy. A circus came to town and the desire of the boy to attend excited his inventive genius with the result that he firmly secured to the outer edge of the drive wheel a block of wood, to which he attached a hoop. At every revolution of the drive wheel the attachment drove the valve rod back and forth, keeping the engine in motion. The boy went to the circus, but during his absence the boss observed the contrivance and its value and when the boy returned he was discharged, but the principle of the eccentric had been developed—*Grant Hamilton, Washington, D. C. Extract from address given at the San Francisco Recreation Convention, July, 1915*

RULES EASILY UNDERSTOOD.—The "Little Citizens" Committee of the Bella Vista playground in Oakland, California, asked to draw up rules and regulations for conduct of the grounds, submitted the following series. And it is recorded that never did vengeance so promptly follow crime as under the rule of the "Little Citizens."

"No cigarettes. They're no good. Any boy found smoking will be shown the gate.

"You've got to keep paper and trash off the grounds. If you eat here, do it decent and take the refuse away with you. If you don't, look out for trouble.

"Small children must be given a chance all the time. If any boy takes anything away from a little kid, he'll get his.

"Say 'thanks.' It don't hurt you, and being polite ain't a crime."

BY NEWSBOYS FOR NEWSBOYS.—The Women's Improvement League started it. The newsboys watched the ladies work. But when they realized that it actually meant a fine, new playground for their club, the newsboys of Springfield, Illinois, turned in and helped. They conducted a vigorous subscription campaign, which netted them eighty dollars. Then they took off their coats and grubbed and burnt out stumps, put up a fence, installed a swing and induced a local contracting firm to lend them a giant scraper to complete the leveling off of portions of the ground too rough

THE WORLD AT PLAY

for play. They plan more athletic equipment, after the big opening carnival has introduced the sport to the city. Baseball paraphernalia was purchased with some of the money collected.

The Springfield *News Record* gave the boys the entire receipts from one day's sale of papers and provided them with a shelter tent.

IN CULVER CITY, CALIFORNIA.—Not newsboys, but doctors, bankers, factory owners and scores of other citizens donned overalls and gave an afternoon's hard labor to putting in shape a plot of ground dedicated to the citizens for amusement purposes by the Culver Investment Company. The ladies served refreshments and in the evening all danced on the new tennis court and playground.

ALLENTOWN, PENNSYLVANIA, PLAYGROUNDS.—Allentown, Pennsylvania, reports thirteen playgrounds for a population of 60,000 (for whom it is planned to spend fifteen cents per person for playground purposes)—five owned or leased by the city, eight upon school grounds. Thirty-three workers are employed, most of them trained in the School for Playground Instructors conducted in the spring by Robert J. Wheeler, Superintendent of the Department of Parks and Public Property, and assistants. Special police detailed to the grounds will later receive a course of training.

Special attention is given to play for adults—an afternoon lecture course for mothers, an adult volley ball league, and games and sports which cause the grounds to be thronged after work hours and on Sundays and holidays.

ROCKFORD, ILLINOIS, YOUNG PEOPLE'S EXPOSITION.—The Exposition "by young people for all people" in spite of the vast amount of work entailed upon principals and teachers of schools, parents, members of committees and citizens is fast becoming an institution so highly valued by the community that no effort is regarded as too great for its perpetuation. The prospectus bore the firm belief of the workers: "The physical, mental, and moral growth of our boys and girls depends largely upon the encouragement given them by our men and women, to interest themselves in utilizing their time to advantage."

Besides the usual exhibits of woodwork, electrical work, painting, cooking, sewing, grade school work, a number of working displays of classes in action in caning chairs, performing experiments in physics or chemistry, at the lathe, at the forge, or in the foundry created intense interest.

THE WORLD AT PLAY

A big parade, in which 8,000 children and the dignitaries of the city and officials of the Exposition marched, was followed by a play day participated in by 2,000 children. Three musical contests were held, with individual numbers and two great choruses of 250 voices each. A new feature this year were the contests in literature and oratory, which were very successful.

EXTENDING PLAYGROUND INFLUENCE.—The Whittier, California, playground system, has started under the auspices of the Y. M. C. A. a playground reading circle. Lists are provided for each school grade and any child who reads two books from his list receives a playground emblem.

LENGTHEN SCHOOL DAY.—Eveleth, Minn., has lengthened the school day to extend from eight in the morning until five in the afternoon, so as to include play periods. Assistants to the recreation secretary take charge of these play periods under his direction.

ELMIRA, N. Y.—A recent study of the life of girls in Elmira has made all the local people realize that "to develop the life of the girl, the life of the entire family must be considered." Many workers for boys in other communities have found that the same principle applies in their work.

HORSESHOE PITCHING TOURNEY.—Columbus, Ohio, is conducting a citizens' horseshoe pitching tournament, under the direction of the Department of Recreation. R. S. Wambold wrote of this: "About four hundred persons have already contested and the end is not yet in sight." The rules are as follows:

1. The pitching distance will be 46 1-2 feet from peg to peg. All contestants must stand with one foot touching the peg or on a line even with it.
2. The pegs shall be driven perpendicular and protrude six inches above the ground. The pegs shall be not more than an inch in diameter and shall be of steel.
3. Twenty-one points shall constitute a game. A ringer shall count as three points. A leaner shall count as two points. In case there is neither a ringer nor a leaner the shoe nearest the peg shall count one point.
4. A ringer topping a ringer shall count six points for the contestant making the last pitch, regardless of circumstances under

THE WORLD AT PLAY

which the ringers are made. In case both a ringer and leaner are thrown by opposing contestants, the ringer only shall count. A ringer and leaner thrown by one contestant shall count five points.

5. If two leaners are thrown the last one thrown shall count four points for the contestant throwing it. In all such cases both shoes must touch the peg.

6. In case of a tie, the closer shoes of the remaining two shall count.

7. A ringer to count must be far enough around the peg to allow a straight rule to touch both ends of the shoe and clear the peg.

8. Inside callipers are to be used in all measurements.

9. Each contestant is allowed to furnish his own shoes, subject to approval of the committee on rules. No shoe shall exceed two and one-half pounds in weight or have an opening wider than three and one-half inches. Any contestant using a shoe charged with electricity shall be disqualified.

10. Taping of fingers shall be allowed.

11. On all questions not specifically covered in these rules the committee on rules shall have full and final jurisdiction.

CARRIED!—After a spirited campaign, Oakwood village, Dayton, Ohio, carried two bond issues of tremendous significance to the future of the village. One was for \$40,000 for an addition to the school building and playground, and the other an additional \$10,000 for the purpose of buying a number of acres in some out-lying section of the village to be used now as a playground for older boys and later to be regularly equipped as an athletic field and to be the location of Oakwood's future high school. After a careful study made by Dr. C. F. Stimson, Field Secretary of the Playground and Recreation Association of America, during which the Board of Education with Miss Frances Parrott as a leading spirit, decided just what was needed and could be obtained, every effort was made through literature, meetings, and a general campaign of education. Both propositions carried by a large majority. The school board has outlined most progressive plans for the use of the new additions.

PLAYGROUND AND RECREATION TRAINING SCHOOL.—The Park Board of Racine, Wisconsin, conducted a playground and recreation training school this spring in conjunction with the University of Wisconsin. The Board paid a lump sum of \$150 to the Extension

THE WORLD AT PLAY

Department of the university and this department conducted the school under the direction of Mr. Fiske, Superintendent of Parks. A fee was charged each student which practically covered the cost of the school. Lecturers were brought from Chicago, Milwaukee and the university. The enrollment was forty-two, including several students from Kenosha. The playground supervisors for this summer at Racine, were selected from this training school.

FILMS FOR CHILDREN.—Mrs. Frederic Levy of Louisville, Ky., arranged with Mr. Paul Keith of the Keith vaudeville circuit that a theatre in Louisville should secure films suitable for children which would be sent to her for selection, and that she should have the use of the theatre Saturday mornings at ten o'clock. The usual ushers were dispensed with, and young women attended to the comfort of the children. The children varied in age from four to sixteen.

A CHILDREN'S PLAY HOUSE IN COLUMBUS, OHIO.—Through its Department of Public Recreation co-operating with the Drama League of America and the Board of Education, Columbus, Ohio, is providing a permanent place and means for furnishing its children proper dramatic entertainment. The Children's Play House is located in the Chamber of Commerce auditorium. The members of the Chamber of Commerce include many of the leading business men of the city, and they have given the auditorium to the Children's Play House because they know what it will mean to the children of the city. Stories with which the children have become familiar through their reading will be acted out by school children for school children. This year *Old King Cole* was given. Next year the productions scheduled are *Rip Van Winkle*, *Snow White*, and *Uncle Tom's Cabin*.

A COLLAPSIBLE STAGE.—A theatre which can be packed in ten boxes! This means a man of imagination. His name is Stewart Walker. With a small company of players and a Portmanteau Theatre he attempts to present plays that increase the sum total of beauty in the world. At the same time he tries to deepen and enrich the lives of young people who work by giving them opportunity to grow out of themselves in their leisure hours in the plays in which they take part.

HANDICRAFTS IN BALTIMORE.—Work that has been felt to

THE WORLD AT PLAY

be thoroughly worth while by the Baltimore Children's Playground Association was the handicrafts, taught under the direction of a special teacher for the first time upon their playgrounds last summer. A brief course in simple work suitable for children was given in the Training School and the special director of handicrafts employed full time. Of course with so little special training among those who conducted the work on the playground it was but natural that the results should vary largely according to the skill, interest and personality of the leader—as in all recreation activities. In many cases best results were obtained outdoors under the trees.

The special director, Miss Margaret Haydock, felt in reviewing the summer's work that more time should be allotted, both in starting the classes earlier in the season and in providing a two-hour period, since so much time is necessarily consumed in distributing and collecting work that the children grow discouraged at the slow progress. It was found that greater interest was manifested if the children were allowed to take the work home, at the discretion of the director, and the work seldom suffered from its journey. Mothers and sisters seeing the work not only encouraged the child, but often came themselves to learn more.

A fair was held at which articles made by the children were displayed and sold, but the director questioned its results. A very small percentage of the money taken in came from the industrial and handicraft work. "At the same time when doing this work with the idea of having it for the fair, the aim of both children and directors is to have plenty of things for the fair, things that are showy and will sell, regardless of the effect on the child in the making, regardless of the educational value; the predominating note struck by all being the amount of money to be made.* * * When the child sees being sold or sells himself some foolish bit of badly-made finery for more than the article over which he has labored long and hard, or sees this same article turned down as unsalable, he is certainly not encouraged to do more along this line."

Among the articles made which aroused great interest were flower-pot holders into which flowers from the children's gardens in pots were placed for the fair, and Indian belts, which appealed to the boys particularly when they were assured that the method of weaving was the Indians' own.

BOYS' CAMPS CONDUCTED BY THE MASSACHUSETTS AGRICULTURAL COLLEGE.—Last summer the Massachusetts Agricultural

THE WORLD AT PLAY

College conducted agricultural camps for boys. Besides giving instruction in agriculture the camps devoted a great deal of time to athletics and recreation, trying to use play as a means of education. Each boy was charged eight dollars for his week at the camp. About one hundred boys registered for each camp.

GOLF IN RACINE.—The public golf course is proving very popular. The expert instructor has again been employed for the season by the Park Board. In addition to the men's municipal golf club, a women's municipal golf club has been organized with a membership of 100. On Saturday and Sunday of one week, 1,000 tickets were issued to players over this golf course, which shows the large popularity of the game and the large use that is being made of the course.

PLAY IN ORPHAN ASYLUMS.—Every few weeks word comes that some institution for children is giving special attention to the play life. Quite a number of institutions are employing a special worker to have charge of the play.

The Erie, Pennsylvania, Home for the Friendless have just sent a report of their field day. During the summer a young college woman from Radcliffe has been play director for the one hundred children. This was the first time that such an experiment had been tried in the forty-four year history of the Erie Home, but it worked beautifully.

The State Board of Administration of state institutions for children of Illinois has announced that playgrounds will be established in four institutions as the beginning of a system which will be extended to all institutions for children.

The National Rural Teachers' Reading Circle have adopted Dr. Curtis' "Education Through Play" as one of the books to be read, and are publishing a circular giving a brief outline of the book.

Dr. Henry S. Curtis is to spend the winter in California with the Extension Department of the University of California. His headquarters will be Los Angeles.

Children in the schools for the blind in Denmark are being taught the bird songs. It is likely that an attempt will be made

THE WORLD AT PLAY

to interest the schools for the blind in the United States in carrying out a similar plan.

A SUCCESSFUL PLAYGROUND IN RIO DE JANEIRO.—H. C. Tucker, of the Agencia da Sociedade Biblica Americana, in Rio de Janeiro, writes:

"I am in receipt of your letter of May 28th and also the two copies of the PLAYGROUND for February, 1912, that you kindly mailed me. Enclosed you will find a check for \$.50 in payment of same. Please accept thanks for this kindness. I am always grateful for any literature we can get on the playground and the playground movement in America.

"You will be pleased to know that the playground we have fitted up has proved to be a great success and is showing its enlightening and educational value in awakening an interest with the public schools, the public parks and other places frequented by children. I believe this was one of the greatest pieces of work that we have ever done in Rio, the establishment of this first playground in one of the Parks of Rio. For quite a while we have had no playground director, but I am glad to tell you that we now have a young man who has had special preparation and is enthusiastic in playground and athletic work for children and young people; he is getting quite a command of the language and promises to do great things in this line. You may be sure we will do everything in our power to co-operate with him and encourage a movement fraught with such large possibilities for the help of children in this great city.

"We have found also that our playground movement is beginning to send out its influence in other directions and other communities are seeking to follow our example. I shall be glad at some time to write you more fully of this movement and its outlook."

LONDON SCHOOL JOURNEY HOLIDAYS.—A very pleasant and profitable form of holiday has been developed in London by the school journey association. A group of thirty or forty children are taken to the country for a fortnight under the supervision of two or more teachers.

COMMUNITY CHRISTMAS CELEBRATIONS

The custom of having a community celebration at Christmas has spread widely during the last two or three years in this country.

COMMUNITY CHRISTMAS CELEBRATIONS

The Christmas Trees in Madison Square, New York, Christmas, 1913, and in Boston were seen by many visitors and last Christmas over thirty cities reported Christmas celebrations.

Christmas festivities differ decidedly from any other celebrations during the year. On Fourth of July and New Year's the public has grown to expect the noisy carnival spirit. But in almost every instance it has been noted that a spirit of hilarity has been absent in the community Christmas festival. While there has been an abundance of jollity and good cheer, nevertheless there has been a depth of feeling and sincerity that other holiday gatherings have lacked. Many have mentioned a spirit akin to reverence. Perhaps this spirit has been awakened by the sacred character of the festival, by the tree with its lights and symbolic star, by the thrill that comes when thousands sing together. Whatever has produced it, it is certain that men and women participating in these great festivals have felt that there has been aroused the true spirit of Christmas by breaking down social barriers—for the time at least—and by spreading good fellowship among all classes of people.

Some of the following forms of celebration have often been used:

Music for festival: 1. Singing by all the spectators. 2. Choirs of various churches, separate or combined. 3. Choruses of different nationalities singing national Christmas hymns or carols. 4. Negro chorus—singing plantation songs. 5. Musical organizations. 6. Special choruses for the occasion. 7. Professional musicians. 8. Chimes. 9. Bands and Orchestra. 10. Trumpets.

Kind of songs: Old English Christmas carols; carols of different nations; familiar Christmas hymns for everyone to sing; patriotic songs; medley of patriotic songs of different lands; finale—the Hallelujah chorus from *The Messiah*.

Helps for ensemble singing: Songs printed on slips and distributed through the throng; songs printed in newspapers for day or two before; words flashed on screen where all may see.

Unusual features for festival: The Christmas Crèche; billboard picture of Nativity (Canada); Tiny Tim's Day—when crippled children are brought to see tree (Baltimore); bands singing carols in streets, also visiting homes, hospitals and institutions; selling stock in Christmas Cheer (Cleveland); Boy Scouts act as special police.

Because these celebrations are so new, information concerning them is to be found as yet only in magazine articles. Some of these are:

COMMUNITY CHRISTMAS CELEBRATIONS

Outdoor Pageant and Mystery Play: *Community Christmas Tree*, Outlook 4-5. Jan. 3, '14. Contents: Tree in Madison Square, N. Y., Grant Park, Chicago, Cincinnati, Detroit, Cleveland, Philadelphia, Canada—Billboard picture of Nativity, Montclair, N. J.

Christmas Eve in the City. E. H. Naylor. American City, p. 442. Dec. '14. Contents: Description of Pageant based on story of Nativity—given at Springfield, Mass.

City's Christmas Spirit—Editorial. American City. 437-42 Dec. '14. Contents: Through what means cities have secured funds for celebration

Night before Christmas in City Square. Survey 258-60. Dec. 5, '14. Contents: Festival in Cleveland—how stock was sold to cover expense—unique feature. Pageant at White Park, Riverside, Cal. (For full account see Overland. Dec. '14) Evanston, Baltimore, Dayton

Christmas Creche and Passion Play—von Ende. Bookman 392-5 Dec. '14. Suggestion for Christmas Crèche

Christmas Mysteries and Masques—Langdon. Countryside 315 Dec. '14. Contents: Story of Nativity in Alaskan Indian village; "Mystery Play" based on legend of Provence, given by school children, Mount Berry, Georgia (Mystery Play written by Miss Isabel N. Rawn)

Christmas Festivals in Open Air. C. H. Smallwood. Overland 561-2. Dec. '14. Contents: Description of Pageant given at White Park, Riverside, Cal.

Community Christmas. Drama 31-4. Nov. '14

Christmas Tree in the Market Place. Delineator Dec. '14. Contents: Pictures of different trees

Our American Holidays (Christmas) Schaufler. Ladies' Home Journal Dec. '14. Contents: carols (words); "Holy Night," a Christmas masque by Florence Converse

Among the cities which have conducted such Christmas festivals, frequently under the Board of Recreation, are: Altoona, Pa.; Baltimore, Md.; Beaver Falls, Pa.; Beloit, Wis.; Bennington, Vt.; Birmingham, Ala.; Boston, Mass.; Chicago, Ill.; Cincinnati, Ohio.; Cleveland, O.; Dayton, O.; Evansville, Ind.; Hartford, Conn.; Minneapolis, Minn.; Newark, N. J.; Newark, O.; New York, N. Y.; Orange, N. J.; Paterson, N. J.; Philadelphia, Pa.; Pittsburgh, Pa.; Providence, R. I.; Racine, Wis.; Riverside, Cal.; Rochester, N. Y.; Schenectady, N. Y.; Scranton, Pa.; Syracuse, N. Y.; Utica, N. Y.; Washington, D. C.; Passaic, N. J.

BOOK REVIEWS

BULLETIN ON COMMUNITY MUSIC AND DRAMA

Outlining a plan for the development of a series of home talent entertainments.

By Edgar B. Gordon. Published by the Board of Education, Winfield Kansas, June, 1915. Price, five cents

In these days of evening school community centers, every expression of ideas for making these centers pay the highest dividend is welcome. This little pamphlet breathes good sense as well as good ideas. A bibliography is given, with lists of appropriate dramatic and musical works for use in this connection.

CORN SILK: A MANDAN LEGEND

Adapted for School Plays by Genevieve Turner and others. Published by the University of North Dakota, Grand Forks, North Dakota, 1914.

Copyright, 1914, by O. G. Libby

This little play may be found useful for informal dramatization in response to the frequent call for Indian plays. The long interludes of the storyteller or announcement between each dramatic presentation rather destroy the dramatic quality. Act three, scene two gives ideas for a representation of the Buffalo Dance in three parts, the Famine, The Buffalo Dance, and the Rejoicing which might be incorporated in a festival.

TWO MORALITY INTERLUDES FOR CHILDREN

By George M. P. Baird. Printed in the Journal of the Outdoor Life for November and reprinted in pamphlet form. Until edition is exhausted will be sent on receipt of two cents for postage, National Association for Study of Tuberculosis

Two little interludes written and produced as a part of the program of Pittsburgh's Baby Week, although the author modestly declares in his preface that "they are without artistic pretension and are frankly propagandist in spirit" yet have a dramatic quality not always found in plays written solely for supposed dramatic value. They carry a convincing theme regarding the conservation of child life and are very usable for dramatic clubs.

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Savannah, Ga.

A CONTRAST IN RETURNS

Forsyth Playground. In the background is seen a dummy fort built for the use of volunteer coast artillery in receiving instruction. This fort with its companion across the way, neither of which has been used since their completion, cost the Federal Government \$375,000. The interest on this sum at 4% would pay for ten such playgrounds the year round.



Sonora, Arizona, where the Mexican population employed by the Ray Consolidated Copper Company lives, has a fine concrete school building with about two hundred and seventy-five pupils and a spacious playground equipped with swings and slides.



New York City

RECREATION AT THE LUNCH HOUR



PASS BALL RELAY



Department of Education, New York City

A Souvenir Postal Card for the Playground Children to Send to Their
Friends to Give to Them a Desire for a Playground for
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CHILDREN

We have never played in meadows where the buttercups
are gold.

And the fortune-telling daisies always grow;
No little laughing stream, enticingly a-gleam
Has ever held our bare knees in its flow;
We have never seen the glory against the early sky
Of a sudden flight of blue-birds, sun on wing,
Nor in the forest deep, where the thoughts of Autumn sleep
Have we found the first arbutus, heart-of-spring.
Yet we're children—children—children—
And in our wistful eyes
You can see the white, sweet dreams of us—still-born—
For filth and grime enfold us,
And the smoke-stained cities hold us—
They have blotted out the sunshine from the morn.

Oh, our playground is the asphalt of a grey and dirty street,
Or the entry-ways where loafers smoke and stare;
We' fight between ash-barrels and dodge the horses' feet,
And play at craps in gutters, with a swear.
No sorrow, sin or shame that our baby lips can't name,
No bit of sordid truth we do not share,
But if our ways are rude, and the words we use are lewd,
Who's to tell us? Who's to teach us? Who's to care?
Yet we're children—children—children—
And in our wistful eyes
You can see the white, sweet dreams of us—still-born—
For lust and greed enfold us,
And the sin-stained cities hold us—
They have blotted out the sunshine from the morn.

HILDEGARDE HOYT